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ABSTRACT

According to the Cardenas-Cardenas Theory of Incompatibilities, Black, Mexican American, and economically disadvantaged children have not enjoyed the same success in school as that of the typical middle-class American because of a lack of compatibility between the characteristics of minority children and the characteristics of a typical instruction program. Over forty incompatibilities have been identified and grouped into five broad areas: poverty, culture, language, mobility, and societal perceptions. The interrelatedness and interdependence of any programs to address these incompatibilities and the inherent racism in the concept of having minority children adapt to typical programs must be considered prior to the development of an educational plan. A comprehensive education plan aimed at eliminating the incompatibilities between the school and minority children must consider a wide array of change and incorporate the following elements of school activity: educational philosophies, governances (policies, rules, and regulations), scope and sequence, curriculum, staffing, cocurricular activities, student personnel services, non-instructional needs, community involvement, and evaluation. A developmental matrix, produced by the interrelationship of incompatibilities and elements, serves as the basis of an instructional program which will improve the performance of minority children, protect the rights of minority children, and provide equality of educational opportunity. (NEC)

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The Theory of Incompatibilities

A Conceptual Framework for Responding to the Educational Needs of Mexican American Children

Dr. Jose A. Cardenas

and

Dr. Blandina Cardenas

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE THEORY OF INCOMPATIBILITIES

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
AREAS OF INCOMPATIBILITY	1
Poverty	1
Culture	3
Language	6
Mobility	7
Societal Perceptions	8
Summary	9
PRINCIPLES OF INCOMPATIBILITY	9
Interrelatedness and Interdependence	9
Adaptability	11
ELEMENTS OF AN EDUCATIONAL PLAN	12
Educational Philosophies	13
Governances: Policies, Rules and Regulations	15
Scope and Sequence	15
Curriculum	15
Staffing	16
Co-curricular Activities	19
Student Personnel Services	20
Non-instructional Needs	20
Community Involvement	20
Evaluation	21
THE DEVELOPMENTAL MATRIX	21

INTRODUCTION

Black, Mexican American, and economically disadvantaged children have not enjoyed the same success in school as that of the typical middle class American. The Cardenas-Cardenas Theory of Incompatibilities (Blandina Cardenas and Jose A. Cardenas, NEA Journal, Today's Education, February, 1972) is a tested belief that the failure of such children can be attributed to a lack of compatibility between the characteristics of minority children and the characteristics of a typical instructional program.

An instructional program developed for a white, Anglo Saxon, English-speaking middle class school population cannot be and is not adequate for a non-white, non-Anglo Saxon, non-English-speaking, or non-middle class population.

To reverse the pattern of failure for non-typical children, it is necessary that the instructional program and the characteristics of the learner be compatible.

In order to develop such an instructional program, it is necessary that incompatibilities be identified and eliminated.

We have identified over 40 such incompatibilities and have grouped them into five areas to be presented here: poverty, culture, language, mobility, and societal perceptions.

AREAS OF INCOMPATIBILITY

Poverty

Many of this country's minority children are raised in a poverty situation. Much has been written about the effects of poverty on the development of the individual. In general, it can be concluded that the growth of a child in a poverty situation leads to a non-typical developmental pattern which differs from developmental patterns of middle class children.

Large child-to-adult ratios lead to the development of atypical speech patterns when the amount of interaction between children and adults is constrained. The frequent absence of one of the typical adults in the home, and the dissipation of adult energies in meeting the basic essentials of life further compound this problem.

The relative absence of communication media in terms of TV sets, radios, newspapers, magazines and books contribute to the development of an atypical developmental pattern.

An absence of success models and an academic oriented tradition develop differing concepts toward schools and schooling.

Poverty also leads to a relative unavailability in intellectually stimulating toys, games and activities.

The deprivational effects of inadequate housing, malnutrition and poor health similarly influence the development of poor children.

Evidence of this type has led educators to an erroneous conclusion, namely, the development of a deficit philosophy which attributes the poor school performance of poverty children on a deficiency brought about by growing up in a deficient environment. Though there frequently exists an educational development retardation, it is our opinion that this retardation is not a serious educational handicap. The retardation can be overcome by the placement of the child in a school environment which can stimulate development and rapidly produce an accelerated development in those areas critical to educational success in typical school situations.

The educational handicap of poverty children comes about when they are placed in an educational program which fails to take into account the unique early developmental patterns and assumes and requires the same developmental level which is normally found in middle class children.

For example, it has been extensively documented that children growing up in the noisy environment of an overcrowded ghetto home located in an unpreferred

residential area develop listening skills in a different manner from children raised in the relative quiet and order of a middle class home. Poverty children raised in poverty situations tend to learn to block out sounds rather than to learn finer and finer sound discriminations as is the case with middle class children.

Upon entering school, it is possible to place a poverty child in an auditory-discrimination program. In a matter of weeks, the auditory developmental retardation may be successfully overcome.

Instead of being placed in such a program, he is usually placed in a typical reading readiness program which assumes that the child has the auditory-discrimination development of a middle class child for whom the program was designed. The results of such placement are disastrous.

Therefore, the failure of the child in this case is not due to the type of home in which he was raised, but rather the type of school program in which he was placed. Auditory-discrimination retardation is not an educational problem. The incompatibility between the existing level of development and the level of development assumed in the instructional program and needed for success is the educational problem.

Culture

A second incompatibility between the characteristics of minority children and instructional programs is in the area of culture.

The incompatibilities between minority children and most school systems can be summarized in three generalizations:

1. Most school personnel know nothing about the cultural characteristics of the minority school population;

2. The few school personnel who are aware of these cultural characteristics seldom do anything about it, and

3. On those rare occasions when the school does attempt to do something concerning the culture of the minority groups, it always does the wrong things.

Much has been written about the cultural irrelevance of instructional materials. In general, typical instructional materials developed by and for white, Anglo, middle class personnel present surroundings, situations, dialogue, and conclusions which are foreign and incongruous to the culturally atypical child. The absence of minority traditions, values and orientations in instructional materials makes them irrelevant meaningless and inferior in educational value for utilization by minority children.

School responses to this incompatibility have been dysfunctional. The use of black or brown ink to color the physical features of some of the people portrayed in some textbooks has done little to reduce the incompatibility.

The inclusion of negative stereotypes has frequently aggravated this problem rather than diminished it.

Though incompatibilities in instructional materials have received much attention in recent years, no such attention has been drawn to the incompatibilities in instructional methodologies.

Professor Lessor at Harvard conducted some interesting experiments which give us some insights into the nature of this problem. In studying learning characteristics of children from different ethnic backgrounds, he discovered that children from different ethnic groups display some marked preference for ethnically compatible learning styles. For example, Jewish children did better than Chinese children in instructional activities based on verbalization. On the contrary, Chinese children outperformed Jewish children in instructional activities presented in the abstract. Regardless of socioeconomic background, the amount of learning correlated with the ethnicity and preferred learning style.

In a similar experiment at UCLA, Kagan and Madsen conducted learning activities with Mexican National, Mexican American, and Anglo children. In a

learning activity based on typical middle class Anglo competition, the Anglo children outperformed the Mexican American children, who in turn outperformed the Mexican children.

Upon presenting the same learning activity, but basing it on cooperation rather than competition, the Mexican children outperformed the Mexican American children, and both groups outperformed the Anglo children.

The conclusion of these and other similar studies indicate that the amount children learn in a classroom is dependent on their race or ethnicity, the related cultural characteristics, their culturally related preferred learning styles and the style used by the school.

Obviously, if learning styles compatible with Anglo children are utilized exclusively, the instructional program is biased and incompatible for minority children.

Dr. Manuel Ramirez and Dr. Alfredo Castaneda at Stanford University have developed an instructional approach based on a "Culturally Democratic Learning Environment" which allows children options in selecting learning activities compatible with their culturally dependent learning styles.

In distinguishing between these first two areas of incompatibility, the school is warned that it is responsible for differentiating between the "culture of poverty" and "cultural poverty". Responsiveness to the characteristics of poverty is a prerequisite to providing equal access to the full benefits of the educational program to minority group children. It is incumbent upon the school district to remove the constraints which poverty places on the educational success of children and to compensate for deprivations that are correlated with poverty.

There is a fine distinction, however, between the effects of poverty and the effects of culture. While it is the school district's responsibility to eradicate the effect of poverty, it is not the school's prerogative to reverse the effects of culture.

Mexican American and Black children are culturally different children who are deprived because they are poor; cultural difference becomes cultural deprivation only after culturally biased institutions succeed in damaging the fabric of culture through consistent attack.

Language

Language is an element of culture so significant in its role as an impediment to learning that it must be listed as a separate incompatibility.

It is apparent that an incompatibility exists when a Spanish-speaking child is placed in an English-language instructional program. The incompatibility is not so apparent when the language differences are attributed to dialect (as in some Black children) or socioeconomic background. The language utilized in most textbooks in the early grade is so incompatible with the language of minority and disadvantaged children that it frequently appears to the child to be a foreign language.

We make no value judgement as to the relative worth or adequacy of the various languages and dialects which can be utilized in our country. The important point, as in the two preceding areas of incompatibility, is that a child cannot be taught successfully in a language system which he does not understand.

Past attempts to eliminate this incompatibility have been detrimental to the minority child. Psychologically, the trauma produced by the sudden immersion into an incomprehensible situation coupled with the identification of the native language as undesirable, detrimental and inadequate still remains with many of us.

Pedagogically, the cold turkey approach into the acquisition of a new language commonly requires that the beginning child master a new language, plus basic skills in that new language such as reading and arithmetic, and a variety of content materials -- all at the same time. The common failure of the child to achieve all three marks the beginning of the cumulative deficit phenomenon.

The introduction of English as a Second Language (ESL) programs may have improved the situation but in itself failed to solve the problem. The postponement of basic skill development and content acquisition until a new language system has been mastered led to the delay for periods of as long as one year with a resultant academic retardation and overagedness. ESL with an inevitable non-acceptance and subsequent elimination of the Spanish language gave the child a sense of language valuing which indicated to him the inferiority of his native tongue.

The only sensible solution to come about for the elimination of this incompatibility has been the development of bilingual education programs in recent years.

Typically, bilingual programs consist of three basic elements presented simultaneously:

1. The continued cognitive development of the child, with accompanying development of basic skills and content acquisition in his dominant language;
2. The development of English as a second language; and
3. The further extension of his native language system.

Mobility

To a large extent, the instructional program for typical children is one designed for a geographically stable population. Such a program is incompatible for a highly mobile child. Though this characteristic was originally identified in the children of migrant agricultural laborers, it was soon apparent that urban minority children are no less mobile. The advent of urban development with accompanying urban renewal and government subsidized housing, coupled with financial and social problems led to the mobility of minority and disadvantaged children.

The typical instructional program with built-in continuity and sequence which assumes that the child in the classroom today was here yesterday and will be here

tomorrow is incompatible with the mobility characteristic. The program discontinuity problem must be faced with either a mobile curriculum or with a highly individualized instructional program.

Societal Perceptions

The last area of incompatibility presented here is between the instructional program and the way the minority child is perceived.

Minority children tend to perceive themselves in negative terms. If the child does not have negative perceptions upon entering school, the alien environment with its continuous negative valuing of the child, his home, his language and culture will rapidly develop this negative self-concept.

Typical instructional programs are developed for dominant culture children who have positive, often very positive, concepts of self. The instructional materials and methodologies do not have the frequent, strong and immediate positive feedback mechanism needed in order for the child to change his concept and perceive himself as a successful learner in a learning situation.

On the contrary, the erroneous assumption of the existence of prerequisite skills, the large increments of difficulty and the inadequacies of the program tend to develop or strengthen a negative concept.

Yet, just as nothing succeeds like success, nothing is as educationally motivating to a child as experiencing success in a learning situation.

A similar situation exists in regard to the perceptions which the school has of the minority child. In general, the negative feelings which schools hold and express to minority children lead to the development of very low levels of expectancy for the performance of these children, and all children tend to perform in keeping with what is expected of them.

Just as Jacobson and Rosenthal were able to improve children's school performance and subsequently even intellectual abilities by giving teachers false

information about the innate potential of children in their classic experiment, Pygmalion in the Classroom, so too can teachers downgrade the performance of minority children by low levels of expectancy based on equally false information.

SUMMARY

In general, the Cardenas-Cardenas Theory of Incompatibilities attributes the poor school performance of minority and disadvantaged children on the differences between the characteristics of the children and the characteristics of typical instructional programs developed for typical children.

No deliberate attempt is made to criticize instructional programs when utilized with the children for whom the programs were developed. On the other hand, no criticism is made of the characteristics of minority children. The situation is analagous to a square peg and a round hole. The incompatibility between the two shapes do not allow them to get together.

PRINCIPLES OF INCOMPATIBILITY

Interrelatedness and Interdependence

Two additional principles are necessary for understanding the educational implications of the Theory of Incompatibilities. The first is the principle of interrelatedness and interdependence.

Up to this point, the various areas of incompatibility have been presented individually. It is dangerous to assume that each of these areas is an independent variable which can be studied, analyzed, and responded to, independent of the other four areas. The five areas are so interrelated that it is impossible as well as fruitless to consider one in the absence of the others.

For instance, it has been stated that mobility is an area of incompatibility which accounts for the poor academic performance of minority and disadvantaged children.

Yet, we can cite many examples of other types of "mobile" children such as the children of military personnel, chain store executives and certain civil service workers who experience a similar degree of mobility and still do not suffer from the effects of program discontinuity. In fact, many of these children, in spite of or because of their mobility, tend to out-perform children from geographically stable homes.

Therefore, mobility can be an asset or a liability. It is only when mobility is coupled with poverty, culture, language, or societal perceptions that it becomes a liability for the minority child. Perhaps it is the combination of some, or perhaps all, the other areas of incompatibility with mobility that produces the disastrous educational effects characteristic of mobile minority children.

Another example is the incompatibility of language which is frequently described as the cause of all of the educational problems of Mexican Americans. Yet, educators who have taught along the Mexican border where there is a large influx of new immigrants are well acquainted with a phenomenon characteristic of these children.

Though immigrant children who have previously attended school in the mother country may enter our schools without any knowledge of the English language, after a brief period of instability as they acquire English language skills, they will consistently outperform native-born minority children.

Therefore, the incompatibility of language, even coupled with culture, is not the sole source of the problem. It is language, and culture, and poverty, and mobility, and perceptions in tandem which account for the poor performance of minority children.

This principle has two major implications for our purposes. First, the development of education programs which respond to one of the incompatibilities and ignores the others is doomed to failure. This principle accounts for the past failure of our school systems to develop successful programs for minority children.

In most cases, billions of federal dollars have been poured into programs aimed at responding to some characteristics of the minority child in the absence of the others and have failed to make a significant change in the performance of the children.

The second implication is that the development of an education plan which responds to the needs of minority children must be a comprehensive plan which takes into account all the areas of incompatibility rather than a piecemeal effort.

A bilingual program, a Black studies program, a poverty program developed in the absence of a comprehensive attack will not bring about improved performance of minority children.

Adaptability

A second principle which must be considered prior to the development of an educational plan is the principle of adaptability.

It was previously stated that an incompatibility exists between the characteristics of the minority child and the characteristics of the intructional program. One of two options exists: either the child must be changed to fit the instructional program or the instructional program must be changed to fit the child.

Past attempts on the part of school systems to develop functionally responsive instructional programs indicate an eclectic philosophy. When the atypicalness was a characteristic falling within the area of the dominant cultural group, the school has modified its program to fit the child. Thus, we commonly see elevators for handicapped children, Braile materials for the blind, and elaborate schemes, materials and equipment to fill the needs of a limitless assortment of atypical children.

But when the atypical characteristic has been attributed to race or ethnicity, the school has placed the burden of adaptabilty on the child. Thus, schools have acted in a racist manner in the application of this double standard for adaptability.

In addition to the inherent racism in the concept of having minority children adapt to a typical program, such an approach can no longer be tolerated for the following reasons:

1. It has been a failure. There is no way to change a non-white into a white or to change a Mexican American boy or girl into a child of northern European descent. Mass efforts in welfare legislation have barely made a dent in the incidence and extent of poverty. Past legislation in various states prohibiting the use of any language other than English for instructional activities in schools did little to reduce, let alone eliminate, the speaking of Spanish among Mexican Americans.

2. The melting pot myth is rapidly being replaced by concepts of cultural pluralism. Before attempts to change the characteristics of the learner are implemented, it is necessary to raise the question: Is it desirable to do so?

3. Changing the individual in order to produce compatibility between the instructional program and the learner is futile unless the changed individual is also accepted into the larger society. Social, political, military, and economic discrimination against Black and Mexican Americans in this country will continue to constrain any ethnic disposition to change for the sole purpose of participating in the educational program.

4. The process of change is destructive when it calls on Blacks and Mexican Americans to reject themselves in order to assume a new identity.

ELEMENTS OF AN EDUCATIONAL PLAN

A comprehensive education plan aimed at eliminating the incompatibilities between the school and the minority children cannot be effective if it addresses itself only to the physical assignment of students or the implementing of a smattering of isolated programs. The entire institution must develop a sensitivity to the problem and all aspects of the school must be affected.

The institution of a course for the educational improvement of minority children is valueless if the teacher is not trained to teach the course. The assignment of children to mixed classes on the basis of racial equality is useless if the child encounters racist manifestations in the school policies, the curriculum, materials or on the football team.

Therefore, the education plan must consider a wide array of change, a comprehensive program "coupled with an intense and massive compensatory program for the students if it is to be successful" and involving the entire community, the board, the school staff, and the pupils.

It must incorporate the following elements of school activity:

Educational Philosophies

Problems in the education of minority children would be eliminated almost overnight if educational institutions would develop and implement positive educational philosophies concerning minority education.

It would be hoped that educational institutions would develop such philosophies of their own accord, but in the absence of such initiative it is necessary that these philosophies be imposed by external agencies. Thus, a court order may lay down the philosophies under which schools are to operate.

Basic philosophies which must be adopted regardless of origin include the following:

1. Minority children can learn, regardless of any characteristic which they may exhibit due to economic, cultural, language, social, ethnic or racial background. There is nothing inherent in minority children which is an impediment to learning.

Past failures of minority children are the result of inadequate school programs and not the fault of the child and his background.

2. Cultural pluralism is a desirable condition in our society. It is the pluralistic element in our society which made this country great. It is impossible to predict those cultural characteristics which will be conducive to the continued development, or perhaps survival, of our society. The co-existence of differing lifestyles will allow alternatives which provide the natural variations needed for subsequent selection.

3. Facility to utilize more than one language is a desirable educational goal. The United States is probably the only country in the world where a person is considered educated in spite of an inability to speak a foreign language. Though schools pay lip service to this philosophy, neither the teaching of foreign languages, nor the retention and expansion of non-English native languages has been accomplished by our schools. The cost of this shortcoming in terms of international relations, economic, social, diplomatic, political, and military effects has been disastrous.

4. The individualization of instruction is an essential element of all instructional programs for all children. The different characteristics of children lead to different needs, interests, effort, motivation, style, and programs. The lock-step concept of education with similar programs for all children has led to the waste of a good portion of our personal resources -- the minorities, the disadvantaged, the gifted and the handicapped.

5. Children, all children, are a natural resource of our country. As humans they have an intrinsic worth; as resources they have a potential value. Each child must be developed to the point that he becomes an integral and positive part of our society, a contributing member, and a participant in the fruits of this bountiful land.

6. The end result of an educational program for minority children, and for all children, is freedom. Freedom is manifested through freedom of choice, and freedom of choice in turn requires feasible alternatives from which to choose. It is incumbent

upon the schools to develop in children the necessary skills which make feasible alternatives available to them. Vocational choices, lifestyles, economic levels, etc., should be dependent upon an individual's free choice, and not by accident of birth, parent's economic conditions, geographic location, race, ethnicity, or any of the monolithic cultural constraints now found in social institutions and which lock out people through the absence of alternatives.

Governances - Policies, Rules and Regulations

The racism inherent in our social institutions commonly manifests itself through racially biased policies, rules, and regulations. These governances are usually biased in favor of the dominant cultural group in that they reflect its values, traditions, and orientations.

It is necessary for the school system to analyze its governances as they affect economic conditions, culture, language, mobility and perceptual characteristics of children.

Scope and Sequence

The scope and sequence of the instructional program must be flexible to the needs of individual children and the varying elements in the community.

A barrio-raised child may benefit greatly from early interventions by the school. The nutritional aspects of a free lunch at the age of three may require that such a program be made available to him. The educational level of an adult group may be such that considerable benefits may be derived from an adult education program.

Curriculum

The changes which the school must make in order to eliminate incompatibilities between child and school are most evident in the curriculum element.

Much of the discussion on the areas of incompatibility was in terms of curriculum. In general, it is necessary that the school identify, acquire, adopt, or develop instructional materials and methodologies which are compatible with the characteristics of minority children.

Staffing

The implementation of an adequate curriculum requires that schools devote considerable attention to the area of staffing.

Four concepts must be included in the education plan.

1. It is the responsibility of the school district to identify, recruit, and employ educational personnel, sufficiently cognizant of the characteristics of minority children to insure the adequate development and implementation of a responsive instructional program.

Not only must training and experience be taken into consideration, but at least a portion of this staff must be reflective of the characteristics of the minority child. Teachers who are members of minority groups have the highest propensity for understanding and responding to the characteristics of minority children.

It is the responsibility of the system to acquire minority staff at least in equal proportions to the numbers of minority children.

2. Staff Differentiation Patterns — An educational institution may react negatively to the seemingly awesome implications of this education plan. The chances of a successful implementation are considerably diminished in the light of the staff expertise which will be required.

For example, a recommendation that all Mexican American children be placed in a bilingual education program may sound as an unreasonable, if not impossible, demand especially so if Mexican American children are to be mixed with Anglo children at all elementary schools. The implications of such an order is that all

children may need a bilingual teacher. To expect the school system to furnish a bilingual teacher in each elementary school position is inconceivable.

Yet, much of the seriousness of this problem may be attributed to a tendency to think of staffing in terms of traditional staffing patterns. As long as staffing is perceived as the placement of a certified teacher in each classroom who spends her time interacting with all students at the same time, a problem persists. However, if a teacher is perceived as a director of learning activities who utilizes a wide array of personal and material resources for instructional purposes, the problem is greatly diminished.

Staff differentiation is the utilization of a variety of professional and paraprofessional personnel for instruction purposes. The type of personnel is very much determined by the skills required for a specific instructional activity.

It appears that the entire array of skills needed for the implementation of an instructional program, including the diagnosis and prescription of instructions, is awesome and requires many years of training through an M.A. or Ph.D. program. However, when instructional activities are broken down into this component elements it is apparent that not only do they not require an advanced college degree, but in fact some elements can be successfully implemented by a moderately trained layman.

Specific types of school personnel which can be utilized by the school system in order to guarantee that each child has some adult with whom he can relate include assistant teachers, teacher aides, student interns, student teachers, paid lay persons, secondary school students and volunteer parents.

For school systems faced with large staff needs and limited financial resources the last two types of personnel should be of special interest.

Youth-tutoring-youth programs which utilize high school students for instructional purposes have demonstrated many benefits over and beyond the low cost of the service. Minority high school students have shown more sensitivity to minority

elementary school aged children than that held by regular teachers. The concept of sibling assistance is inherent and strong in most minority cultures. The provision of laboratory experience in homemaking, child care, psychology and social studies courses has done much to make these courses meaningful and beneficial to high school students. Analysis of the tutor-tutee relationship has repeatedly demonstrated that though the younger children (tutees) make gains, the tutor tends to make even larger and significant gains in the subject matter area in which he tutors. Unbelievable as it may sound, the best way to teach a high school non-reader is to have him teach a group of third graders a reading lesson.

Indirect benefits also accrue as a result of this involvement. In one experiment, a group of 240 minority high school potential dropouts, plagued by disciplinary problems, truancy, and under-achievement were enrolled in an elementary school classroom assistant program. In one year, 240 students made significant gains in the subject matter areas to which they were assigned, did not have a single serious disciplinary problem, truancy disappeared, and unbelievable as it may sound, not a single one dropped out of school while enrolled in the program.

Volunteer parents have likewise proved to be an unexpected gold mine in teaching minority children. When given limited training they can conduct simple instructional tasks with individual and small groups of children. In the previous program the goal of one vounteer parent per classroom each day was easily reached. Perhaps the teacher slogan of "A parent a day will keep the Doctor away" accounted for the initial interest of the teachers in the program. Within a short time, teachers found this assistance indispensable in the offering of an individualized and relevant program to disadvantaged minority children.

A feasible objective in differentiated staffing is that each child have, during the day, an adult with whom he can communicate and relate in his preferred mode of communication.

3. The successful implementation of this plan will require a massive effort in the training and re-training of all levels of educational personnel.

Beginning with the basic assumption that traditional practices have not been successful and alternative programs must be developed and implemented, it is apparent that an in-service teacher training program must be implemented for the understanding and synthesis of the rationale of this education plan. Further training would be needed for the identification of the characteristics of minority children, the development of alternative activities, and the acquisition of the necessary skills for program implementation.

The development and implementation of a staff training program will require the identification and acquisition of personnel resources very different from the conventional higher education trainers of teachers, locked in their ivory towers, and cranking out dysfunctional teachers completely unprepared to teach the atypical minority child.

4. Staffing also implies the development of a program that affords upward and lateral mobility for minority personnel.

The use of minority persons in para-professional positions may become detrimental when the child perceives that assistants and aides reflect minority characteristics, but professional personnel and authority figures always reflect an alien cultural group.

An adequate staffing program will also provide the necessary training and experience for minority teachers to move into counseling, supervisory and administrative positions. This upward mobility must extend upward into the highest level administrative position of the school system.

Co-curricular Activities

The effective integration of minority children must extend beyond the confines

of school integration and an integrated instructional program. The various co-curricular activities must provide an opportunity for the minority children to perceive themselves as equal participants in those activities.

Various impediments such as cost, policies, and procedures must be reviewed in order to afford minority children a full opportunity for effective participation in all aspects of school activities.

Student Personnel Services

The various services provided to students such as advisory, counseling, guidance and health, usually contain the same incompatibilities found in the classroom. The use of invalid and biased tests have been extremely detrimental to minority children.

This aspect of the school program must be drastically revised in order to afford equality of educational opportunity.

Non-Instructional Needs

Not all the needs of minority children can be met in the classroom. The effects of hunger, malnutrition, inadequate housing, and poor dental and medical attention have a direct and strong influence on educational outcomes.

A failure to provide adequately for the non-instructional needs of children can be a contributing factor to lack of school success.

Community Involvement

Schools have generally failed to effectively involve some segment of the community in planning, implementing, and evaluating school programs.

Sometimes this failure can be attributed to pre-conceived notions that the school, and the larger society, has of the minorities. An erroneous myth still persists that minority cultures do not have an interest in their children. Anthropological

studies support the rejection of this myth. The fact that minority communities have different customs not understood by the schools, the failure of the schools to communicate effectively with parents and the negative relationship which exists between the two fail to provide the necessary bridge for the chasm that exists between the school and the home.

Parents continually complain that they are degraded and insulted in school interactions. The communicating with parents only when a negative situation develops such as a disciplinary problem, makes parents shy away from any relationship. The failure of schools to provide personnel cognizant with minority lifestyles and fluent in the language of the home creates a barrier to an effective relationship.

Evaluation

The evaluation designs, materials, and techniques commonly used by the school are frequently most inappropriate for utilization with minority populations.

Not only are the tolls inadequate, but conclusions based on cultural and language biases can be extremely erroneous and detrimental to the pupil.

Incompatibilities existing between the element and the characteristics of minority children must be eliminated.

THE DEVELOPMENTAL MATRIX

The considerations of the five areas of incompatibility (poverty, culture, language, mobility, and societal perceptions) juxtaposed with the ten elements of an education plan produces a developmental matrix which gives 50 cells. Each of these cells is the intersection of an area of incompatibility with a school element. For example, the incompatibility of language relates to educational philosophies, school policies, scope and sequence, curriculum, staffing, co-curricular activities, student services, non-instructional needs, community involvement, and evaluation.

In a similar manner each of the elements of school activity intersects with each area of incompatibility. For example, the curriculum must be compatible with the minority characteristics of poverty, culture, language, mobility and societal perceptions. The same is true for each element in the list.

The following table is the developmental matrix produced by the interrelationship of incompatibilities and element. This matrix serves as the basis of an instructional program which will improve the performance of minority children, protect the rights of minority children, and provide equality of educational opportunity. (See Table 1.)

Table 1

THE DEVELOPMENTAL MATRIX

AREAS OF INCOMPATIBILITIES	ELEMENTS OF AN EDUCATIONAL PLAN									
	PHILOSOPHIES	POLICIES	SCOPE & SEQUENCE	CURRICULUM	STAFFING	CO-CURRICULUM	STUDENT SERVICES	NON-INSTRUCTIONAL NEEDS	COMMUNITY INVOLVEMENT	EVALUATION
POVERTY	1	6	11	16	21	26	31	36	41	46
CULTURE	2	7	12	17	22	27	32	37	42	47
LANGUAGE	3	8	13	18	23	28	33	38	43	48
MOBILITY	4	9	14	19	24	29	34	39	44	49
SOCIETAL PERCEPTIONS	5	10	15	20	25	30	35	40	45	50

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